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ABSTRACT

In 1989, in an effort to prepare the Texas economy for successful global competition, the Texas legislature mandated regional Quality Workforce Planning for vocational-technical education, calling on educators and employers to form training partnerships to strengthen the state's work force. In response to this legislation, 9 of Texas's 24 planning regions established Quality Work Force Planning Committees comprised of representatives from education, business, industry, and training institutes. Pilot projects have been initiated in each of these nine regions which have achieved outcomes including linkages between high schools, colleges, and technical institutes; agreements that allow high school students to receive concurrent high school and college course credit for technical course work; special courses in response to labor market demands; and initiation of adult literacy program coordination efforts. This report reviews the components and goals of the legislation and presents a four-step planning model for initiating regional pilot projects: (1) forming a partnership; (2) understanding committee responsibilities; (3) analyzing regional information; and (4) developing a service delivery plan. In addition the report highlights the successful outcomes of five pilot projects; reviews the project evaluations conducted by an independent agency; and describes ongoing work and efforts being planned. Appendixes provide a map of Quality Work Force planning regions and a copy of the relevant legislation. (JMC)

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TEXAS QUALITY WORK FORCE PLANNING

Preparing Texas for the 21st Century Through a Skilled and Educated Work Force

A Tri-Agency Initiative by the
Texas Education Agency
Texas Higher Education Coordinating Board
Texas Department of Commerce

JC 910 177

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September 1990

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Acknowledgments

The Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Department of Commerce would like to express their grateful appreciation to the planning committee members, committee chairpersons, and staff of the nine pilot projects who have demonstrated that Quality Work Force Planning works for Texas. Through their hard work and dedicated efforts, a planning model was developed and tested, and it will be used statewide to implement Quality Work Force Planning. The three state agencies also would like to express their appreciation to the staff of the State Occupational Information Coordinating Committee for the assistance provided to projects in the use and interpretation of labor market information and related software. Finally, the state agencies owe special thanks to Decision Information Resources, Inc., of Houston, Texas for insightful project evaluations and thoughtful recommendations for project improvement.

EXECUTIVE SUMMARY

In order to compete successfully in the global economy, Texas must have a skilled and educated work force that provides a base for continued economic productivity. The foundation for this quality work force rests with the ability of the state's education and training systems to develop the basic competencies that students need to perform effectively in the workplace.

In 1989, the 71st Texas Legislature passed a bill that requires regional planning for vocational-technical education and training. It calls for employers, educators, and training providers to create partnerships to address the issue of building a quality work force. Quality Work Force Planning is the crucial link that must be established between identifying employer needs and ensuring that students who complete vocational-technical education and training programs are prepared for employment in the year 2000 and beyond.

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In a spirit of cooperation and coordination, the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Department of Commerce formed a unique tri-agency partnership to promote and implement Quality Work Force Planning. Pilot projects have been jointly sponsored in nine of Texas' 24 planning regions, each of which has established Quality Work Force Planning Committees with representation from business, industry, and education and training institutions.

The pilot projects have achieved successful program-related outcomes that include:

- curriculum linkages between high schools, colleges, and technical institutes in such fields as medical technology, drafting/design technology, and micro-computer technology;
- agreements that allow high school students to receive concurrent high school and college course credit for technical course work;
- start-up of new courses based on labor market demand such as law enforcement, manufacturing production, and health occupations; and
- initiation of adult literacy program coordination efforts.

The tri-agency partnership management team has met with employers, educators, and training providers from the remaining 15 regions which did not participate in the pilot phase in order to start activities to establish planning committees. Concurrently, a tri-

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agency legislative appropriations request has been prepared and submitted in order to provide the funding necessary for successful statewide implementation.

Quality Work Force Planning will challenge employers, educators, and training providers to adopt a new perspective—a cooperative regional view of common needs and proposed solutions. Successful implementation will:

- establish regional labor market information systems that identify the ongoing employment needs of business and industry, both now and in the future;
- identify targeted vocational-technical education and training programs and related skills to be taught through active business and industry involvement;
- increase the efficiency and cost-effectiveness of matching and delivering training for jobs in demand;
- increase the numbers of highly skilled workers trained for jobs in demand in each region; and
- improve educational support for economic development.

The success of Quality Work Force Planning depends on the active involvement of dedicated employers, educators, and training providers in each region. A wealth of talent and initiative is available in each region of the state to accomplish this goal. The challenge is one that Texas must and will meet!

THE CHALLENGE

The economic strength and vitality of Texas in the year 2000 will depend on the state's capacity to educate and train a quality work force during the coming decade.

The economic strength and vitality of Texas in the year 2000 will depend on the state's capacity to educate and train a quality work force during the coming decade. With the continued growth of international competition and the impact of technology, Texas employers realize that they must incorporate more sophisticated equipment and techniques into their operations to remain competitive and to retain their markets. More importantly, employers know that a highly skilled work force ensures greater productivity and the capacity to compete all over the world. This allows businesses to increase their markets and to expand production, thus stimulating additional economic development for their region and their state.

The foundation of a quality work force in Texas rests with the ability of the state's education and training systems to develop the basic competencies that students need to perform effectively in the workplace. While these systems have made progress in recent years, the business community insists that much remains to be done. For example, in 1988 business and education representatives across the nation, in a series of meetings sponsored by the United States Departments of Labor, Education, and Commerce, reached the following conclusions regarding work force issues:

- jobs in today's economy are changing in content and skill requirements;
- the skills gap between what business needs and the qualifications of entry-level workers is widening;
- employers are practically unanimous in their concern that entry-level workers' competencies are deficient, and these deficiencies are costing American business monetarily;
- the majority of educators maintain their graduates are well prepared for entry level jobs. Few educators acknowledge that the gaps are as severe as business indicates; and
- both employers and educators need to develop ways to reduce the isolation of their worlds in order to prepare students for the workplace. (*Building a Quality Work Force*, pp. 4-5)

Employers, educators, and training providers in Texas also face these crucial issues. The 1989 update of the *Master Plan for Vocational and Technical Education* clearly recognizes in its foreword the importance of developing a quality work force to enhance economic development in this state.

Texas must enter the 21st century with a work force that provides the base for continued economic productivity and strengthened international competitiveness.

Thus, the goals of the master plan focus on meeting the demand for jobs in the future, as well as today's jobs. One major goal is to create an educational and training delivery system that will be more responsive to needs of employers and to trends in local labor markets. Another major goal is to assure students that they will be prepared for employment with the competencies and skills required in the workplace of the 21st century. State leaders conclude that the most effective way to achieve such a skilled, responsive work force is to create an integrated education and training delivery system from kindergarten through higher education. (*Career Opportunities in Texas: A Master Plan for Vocational and Technical Education*, p. v)

Part III of the plan identifies regional planning for a quality work force as an essential mechanism for achieving these goals. Quality Work Force Planning is the crucial link that must be established between identifying employer needs and ensuring that students who complete vocational-technical education and training programs are prepared for employment in the year 2000 and beyond.

Employers, educators, and training providers must meet the challenges presented by Quality Work Force Planning. Texas must enter the 21st century with a work force that provides the base for continued economic productivity and strengthened international competitiveness.

BACKGROUND

In 1987, two key reports provided the basis for a statewide initiative in regional planning for a quality work force. The original *Master Plan for Vocational Education*, which was developed in response to the educational reforms brought about by HB 72, called for pilot projects to explore the feasibility of regional planning for vocational-technical education. The *Report of the Select Committee for Higher Education* emphasized that vocational-technical education must be responsive to rapidly changing job markets, adaptable to new training technologies, and flexible for individual student needs. For this reason, the Select Committee for Higher Education recommended partnerships with business for effective local and regional planning.

In 1988, the Governor's Task Force on Vocational Education recommended that Texas develop an integrated vocational-technical education delivery system beginning with the implementation of effective regional planning to establish priorities for vocational-technical education. The Strategic Economic Policy Commission also addressed this issue in its 1989 report to the 71st Texas Legislature. Among the five strategic objectives listed was a call for a skilled, competitive work force in Texas as the key to future economic growth and diversification.

The original Master Plan for Vocational Education, *which was developed in response to the educational reforms brought about by HB 72, called for pilot projects to explore the feasibility of regional planning for vocational-technical education.*

LEGISLATIVE ACTION

In response, the 71st Texas Legislature passed a bill in 1989 that requires regional planning for vocational-technical education and training. The Texas Education Code, Chapter 21, was amended by adding Section 21.115, which ensures that:

- there will be 24 Quality Work Force Planning Regions that have the same boundaries as the current state planning regions delineated by the governor (see map in Appendix A);
- the membership of Quality Work Force Planning Committees must be established;
- priorities for vocational-technical education and training programs must be established for each region; and
- regional service delivery plans must be developed.

In 1987, the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Department of Commerce formed a unique tri-agency partnership to assist regions to initiate Quality Work Force Planning.

Tri-Agency Partnership

In 1987, the Texas Education Agency, the Texas Higher Education Coordinating Board, and the Texas Department of Commerce formed a unique tri-agency partnership to assist regions to initiate Quality Work Force Planning. Working together, these agencies responded to this new legislation by updating in November 1989 the *Master Plan for Vocational and Technical Education*, focusing on achieving an integrated education and training delivery system through regional planning for a quality work force. The Texas Department of Commerce added this initiative to its overall Agency Strategic Plan as a critical step to meeting Texas' work force requirements in the future.

Pilot Projects

The three state agencies are using federal funds available under the Job Training Partnership Act and the Carl D. Perkins Vocational Education Act to sponsor pilot projects in nine regions to develop and test a flexible Quality Work Force Planning model for statewide use (see map in Appendix A for locations). Three projects began in January 1988:

- the Alamo region project administered by the Region XX Education Service Center in San Antonio;
- the North East Texas region project administered by Northeast Texas Community College in Mt. Pleasant; and
- the Upper Rio Grande region project administered by the Upper Rio grande Private Industry Council in El Paso.

November 1988, three additional projects were started:

- the Heart of Texas region project administered by McLennan Community College in Waco;
- the North Central Texas region project jointly administered by the Dallas County Community College District in partnership with InterLink, Inc., in Dallas; and
- the Panhandle region project administered by Amarillo College.

The most recent projects were initiated in September 1989:

- the Capital region project administered by Austin Community College and the Rural Capital Area Private Industry Council in Round Rock;
- the East Texas region project administered by The University of Texas at Tyler; and
- the South Plains region project administered by the South Plains Community Action Association in Levelland.

Each pilot project successfully achieved the following major objectives, in that they:

- established Quality Work Force Planning Committees with representation from business, industry, and education and training institutions;
- implemented a regional labor market information system using a software program from the State Occupational Information Coordinating Committee, which was developed with funding from the Texas Department of Commerce;
- identified key regional industries with the greatest potential for future employment;
- developed a regional list of targeted occupations for education and training based upon regional industrial analysis;
- compiled regional inventories of education and training programs and economic development organizations for use in the planning process; and
- developed a regional service delivery plan based upon targeted occupations and related programs, services, and activities.

The nine projects are receiving a final year of federal discretionary funds through June 30, 1991, ranging from $50,000 - $75,000 per region.

Each pilot project successfully... developed a regional service delivery plan based upon targeted occupations and related programs, services, and activities.

PLANNING MODEL

This partnership finds its expression in the formation of a Quality Work Force Planning Committee comprised equally of regional representatives from education and training providers and from business and industry representatives.

The pilot projects achieved their objectives by developing the following four-step Quality Work Force Planning model which has been refined with time and experience (see Appendix B).

STEP ONE: FORM A PARTNERSHIP.

The purpose of this step is to establish a forum for educators, training providers, and employers to unite behind a common agenda: developing a quality work force for their region and for Texas as our state enters the 21st Century. This partnership finds its expression in the formation of a Quality Work Force Planning Committee comprised equally of regional representatives from education and training providers and from business and industry representatives.

- Education and training providers
  - public schools and education service centers
  - public community/junior colleges and Texas State Technical Institute
  - public 4-year colleges and universities
  - Job Training Partnership Act/Private Industry Council System
  - other institutions of higher education
  - adult education cooperatives
  - apprenticeship programs
  - private providers
  - government agencies
- Business and industry
  - large and small employers
  - business and trade associations
  - labor organizations
  - economic development organizations

STEP TWO: UNDERSTAND COMMITTEE RESPONSIBILITIES.

During the second step, the Quality Work Force Planning Committee must understand its responsibilities within the region. The committee shall facilitate the development of an integrated delivery system for vocational-technical education and training providers, consistent with their role and mission, for vocational-technical

education and training programs in the region so that programs will be delivered in a cost-effective and systematic manner that avoids unnecessary duplication. To meet its responsibilities, the committee shall provide a planning forum for employers, educators, and training providers in the region to:

- address the needs of employers for a skilled and educated work force;
- address the needs of students, including members of special population groups, for vocational-technical education and training programs based on labor market needs;
- promote partnerships that provide career paths and that facilitate transitions to the work place such as:
  - curriculum linkages (2+2+2 programs) between high schools, colleges, technical institutes, and universities to develop more responsive and innovative instruction and skills development;
  - apprenticeship programs;
  - resource sharing among education and training providers and with business and industry;
  - coordination with dropout, adult education, and literacy programs; and
- improve communication within the region among:
  - education and training providers and employers by sharing ideas to improve the quality of vocational-technical education programs; and
  - education and training providers and economic development organizations to meet the region's future employment training needs.

The legislation does not give program approval authority to the Quality Work Force Planning Committees. Instead, each committee will act as an important catalyst for change by: (1) providing a forum within which educators and employers meet to focus on regional needs; and (2) providing information to assist in informed program planning and decision making.

. . . each committee will act as an important catalyst for change by: (1) providing a forum within which educators and employers meet to focus on regional needs; and (2) providing information to assist in informed program planning and decision making.

. . . the committee should establish a regional labor market information system for use in program planning.

STEP THREE: GATHER AND ANALYZE REGIONAL INFORMATION

Before the Quality Work Force Planning Committee can act on its responsibilities, it must during step three gather and analyze regional information to use in determining regional work force needs. Three major information-related activities should take place before the committee develops a service delivery plan for the region.

First, the committee should compile the following program and economic development inventories:

- an inventory of secondary, postsecondary, adult, and proprietary school vocational-technical education programs, including apprenticeship programs, using data provided by the Texas Education Agency and the Texas Higher Education Coordinating Board;
- an inventory of adult education and literacy programs; and
- an inventory of economic development organizations and services.

These inventories will give basic information to the committee regarding current work force training and development activities in the region.

Second, the committee should establish a regional labor market information system for use in program planning. Regional data from the state labor market information system shall be used as a primary source. Other reliable data sources may be used to augment these primary data. Each committee shall use the flexible planning methodology developed by the State Occupational Information Coordinating Committee to produce two inventories:

- an inventory of key regional industries with the greatest job opening potential; and
- an inventory of targeted occupations within key regional industries.

The committee shall identify targeted occupations based upon: projected average annual job openings, positive growth-to-replacement ratios, specific vocational preparation training times, and other appropriate labor market variables. The committee shall have discretion to establish the parameters used for each variable. The committee also shall give consideration to new and emerging occupations. A similar process is currently used by Job Training Partnership Act planners to target programs for special populations

in each service delivery area. The committee should coordinate its efforts with private industry councils to avoid unnecessary duplication of effort.

Third, the committee should develop an inventory of vocational-technical education and training programs for its targeted occupations. When developing this inventory, the committee should assess the match between existing vocational-technical education and training program supply and the existing and projected occupational demand in the region. This assessment will provide the committee with information that can be used to identify regional needs and be incorporated into the region's service delivery plan.

The plan should identify priorities for vocational-technical education programs in the region.

Step Four: Develop A Service Delivery Plan

After gathering and analyzing regional information, each Quality Work Force Planning Committee should develop a service delivery plan for the region that addresses the responsibilities outlined under step two. The plan should identify priorities for vocational-technical education programs in the region, taking into consideration information from the inventories developed under step three and the statewide list of priority occupations. The plan should contain the following components:

- mission statement;
- goals;
- objectives related to each goal; and
- specific activities designed to meet each objective.

This planning model and the experience of the pilot projects provided the basis for rules on the statewide implementation of Quality Work Force Planning that were developed and adopted by the tri-agency partnership (see Appendix C). The rules were effective September 1, 1990.

SUCCESSFUL OUTCOMES

. . .the planning model is successful only if specific program-related outcomes can be demonstrated.

When fully implemented in a region, the planning model is successful only if specific program-related outcomes can be demonstrated. Five pilot projects (Alamo, North Central, North East, Heart of Texas, and Upper Rio Grande regions) have implemented service delivery plans that have impacted program decisions in their respective regions. The remaining four pilot projects (Capital, East Texas, Panhandle, and South Plains regions) have developed plans with implementation scheduled for the 1990-91 year. The first five regions reported numerous examples of program-related decisions impacted by Quality Work Force Planning:

- 2+2 programs (curriculum linkages between high schools, colleges, and technical institutes) between El Paso area school districts, El Paso Community College, and Western Technical Institute in the fields of:
  - medical technology;
  - drafting/design technology; and
  - micro-computer technology;
- 2+2 program between Northeast Texas Community College and seven rural school districts in the field of office occupations;
- 51 program articulation agreements between three San Antonio community colleges and 17 school districts in program areas related to computer technologies;
- agreements between all school districts in the Heart of Texas region and the Texas State Technical Institute at Waco to allow high school students to receive concurrent high school and college course credit for courses taught on the Texas State Technical Institute campus, thus providing students access to as many as 41 vocational-technical education programs;
- articulation and resource sharing agreements in agricultural science between Alpine Independent School District and Sul Ross State University;
- new course in law enforcement training at Seguin Independent School District in response to increased demand for protective services;
- new Waco Independent School District requirement, in response to requests by regional employers, that all students complete coursework involving the competencies addressed in Algebra I and Geometry before graduation;

- new Heart of Texas Council of Governments 18-week JTPA displaced workers retraining program in the field of manufacturing production;

- new health occupations courses at Boerne Independent School District and Comal Independent School District in response to labor market demand;

- new courses in microcomputer applications at Sulphur Springs Independent School District and Hallsville Independent School District;

- agreement between DeSoto Independent School District and Dallas County Community College District to implement a 2+2 program in the field of health occupations;

- new McLennan Community College off-campus computer programming, vocational nursing, and secretarial training courses in Hewitt and downtown Waco;

- initiation of adult literacy program coordination efforts between Texas State Technical Institute at Waco, McLennan Community College, Baylor University, Paul Quinn College, Waco Independent School District, the Central Texas Literacy Coalition, and the Heart of Texas Council of Governments;

- implementation of three programs in Northeast Texas designed to meet the needs of at-risk youth:
  - Positive Alternatives for Success—coordination of services by Northeast Texas Community College for students at five rural school districts;
  - Communities in Schools/Northeast Texas—coordination of services for four rural school districts by the Texas Employment Commission and Northeast Texas Community College; and
  - School of Success—alternative school for at-risk youth from 13 Bowie County school districts.

- start-up of new health occupations internship programs by Judson and Schertz-Cibolo-Universal City Independent School Districts and related resource sharing agreements to use the facilities at Village Oaks Hospital and to share teachers;

- marketing education program articulation agreement between Palo Alto College and Harlandale Independent School District;

- new health occupations courses at Pine Tree and Jefferson Independent School Districts;
- new computer assisted drafting course at Mineola Independent School District; and
- upgrading and expansion of the aviation maintenance technology program at Texas State Technical Institute at Waco.

When implemented statewide, Quality Work Force Planning will produce these successful outcomes vital to Texas:

- significant numbers of highly skilled workers trained for jobs in demand in each region;
- prominent involvement by business/industry to determine priorities for vocational-technical education and training programs and related skills to be taught;
- increased efficiency and cost-effectiveness of matching and delivering training for jobs in demand;
- reduction in unnecessary program duplication; and
- improved educational support for economic development.

INDEPENDENT EVALUATION

The tri-agency partnership employed Decision Information Resources, Inc., of Houston, Texas to conduct an extensive independent evaluation of the activities conducted by the pilot projects. This private consulting firm conducted numerous on-site visits, personal interviews with committee members and project staff, and in-depth telephone surveys with 293 individuals (both committee members and individuals not serving on the committees) from the pilot regions.

Telephone survey findings point to the overall positive impact of the planning process.

The findings documented that Quality Work Force Planning has had significant impacts in most of the pilot regions. Among the impacts are the following:

- increased knowledge among program providers and employers about future occupations and skills demanded in their regions and the status of related training options;
- increased capability to conduct labor market analysis and skills inventories and to develop program articulation agreements; and
- increased communication among employers, educators, and training providers to expedite the process of program planning, development, and evaluation. (*Regional Planning for A Quality Work Force*, p. 59)

Telephone survey findings point to the overall positive impact of the planning process:

- ninety-six percent of respondents believe that the planning projects have an important role to play as a source of data and information on occupational needs and related programs;
- over 60 percent of the respondents indicated that the information and coordination received from the planning project had at least some impact on their institution's program decisions or future plans, while 42 percent indicated that the planning project had a direct impact on programs, with more experienced projects having greater impacts than those with less experience; and
- sixty-eight percent of the respondents stated that the projects had an impact on reducing overlap, competition, and unnecessary duplication among program providers, while 90 percent believe future planning efforts will be effective in this regard. (*Regional Planning for a Quality Work Force*, pp. 59-60)

The evaluator concluded that Quality Work Force Planning will be successful in developing an educated and skilled work force in Texas when implemented statewide.

CURRENT STATUS

. . .the tri-agency partnership developed a joint 1992-1993 legislative appropriations request to fund the activities conducted by 24 Quality Work Force Planning Committees and the technical assistance to be provided by the state agencies.

In accordance with the schedule of activities specified in the *Master Plan for Vocational and Technical Education*, tri-agency partnership staff conducted Quality Work Force Planning orientation meetings in the remaining 15 regions of the state during the spring and summer of 1990. Staff also provided technical assistance to work groups designated to form committees in those regions. Full committees will start operating in all regions during the fall of 1990.

Each agency will continue to provide support and technical assistance to the statewide effort. In addition, each agency will have a specific coordination role, with support from the other two agencies:

- Texas Education Agency staff will provide technical assistance in coordinating committee functions and operations;
- Texas Higher Education Coordinating Board staff will provide technical assistance in developing program articulation agreements and 2+2+2 programs; and
- Texas Department of Commerce staff will provide technical assistance in establishing and using regional labor market information systems.

In addition, the tri-agency partnership developed a joint 1992-1993 legislative appropriations request to fund the activities conducted by 24 Quality Work Force Planning Committees and the technical assistance to be provided by the state agencies. In response to a recommendation by the pilot project evaluator based on project experience, a proposed annual budget of $90,000 per region will be requested from the 72nd Texas Legislature to provide staff services and to pay-related operating costs for each committee.

Related Efforts

Quality Work Force Planning represents a unifying strategy to implement an integrated education and training delivery system in Texas. It is, however, only part of a more comprehensive effort to establish a world-class work force in Texas by the year 2000. The following components will support the local implementation of Quality Work Force Planning.

Quality Work Force Planning represents . . .only part of a more comprehensive effort to establish a world-class work force in Texas by the year 2000.

- **A Statewide Labor Market Information Data Base System,** including state and local labor market information and a method to determine data on emerging occupations. The Texas Department of Commerce contracted with the State Occupational Information Coordinating Committee to develop a special computerized data base and accessing software for use by each Quality Work Force Planning Committee. In addition, the Texas Department of Commerce contracted to develop a methodology for identifying emerging occupations related to new technologies in the work place. These two data systems form the core of the Texas strategy to ensure that each region understands its local economy and where the jobs are and will be.

- **A Statewide Career Occupational Information Data Base and Career Guidance System** to orient students and adults regarding which jobs and career options are promising, what the educational requirements are, and where training is offered. Five state agencies, including the tri-agency partnership, are supporting the development of this system through the State Occupational Information Coordinating Committee.

- **An Education and Training Clearinghouse** to maintain statewide computerized inventories of education and training programs and resources offered by public community colleges, technical institutes, and other providers. The Texas Higher Education Coordinating Board has field-tested several inventories and is doing pilot studies on others. The Texas Higher Education Coordinating Board will incorporate data from the Texas Education Agency during 1990-91 to expand the Clearinghouse.

- **A Basic Skills and Literacy Support System** to assist dropouts, illiterates, immigrants, offenders, and other target groups with special needs or problems. This is a multi-agency effort, which includes the tri-agency partnership.

- **A Wage Record Follow-up Tracking System** to document the labor market experience of individuals completing education and training, using unemployment insurance wage record data. The State Occupational Information Coordinating Committee is developing this system in cooperation with the Texas Employment Commission and the tri-agency partnership.

- **A Texas Skills Corporation** or other entity that will organize an industry-based system of skill certification to enable education and training institutions in Texas to become more responsive to the needs of business and industry for skilled workers. The Department of Commerce has initiated a feasibility study of this concept.

CONCLUSION

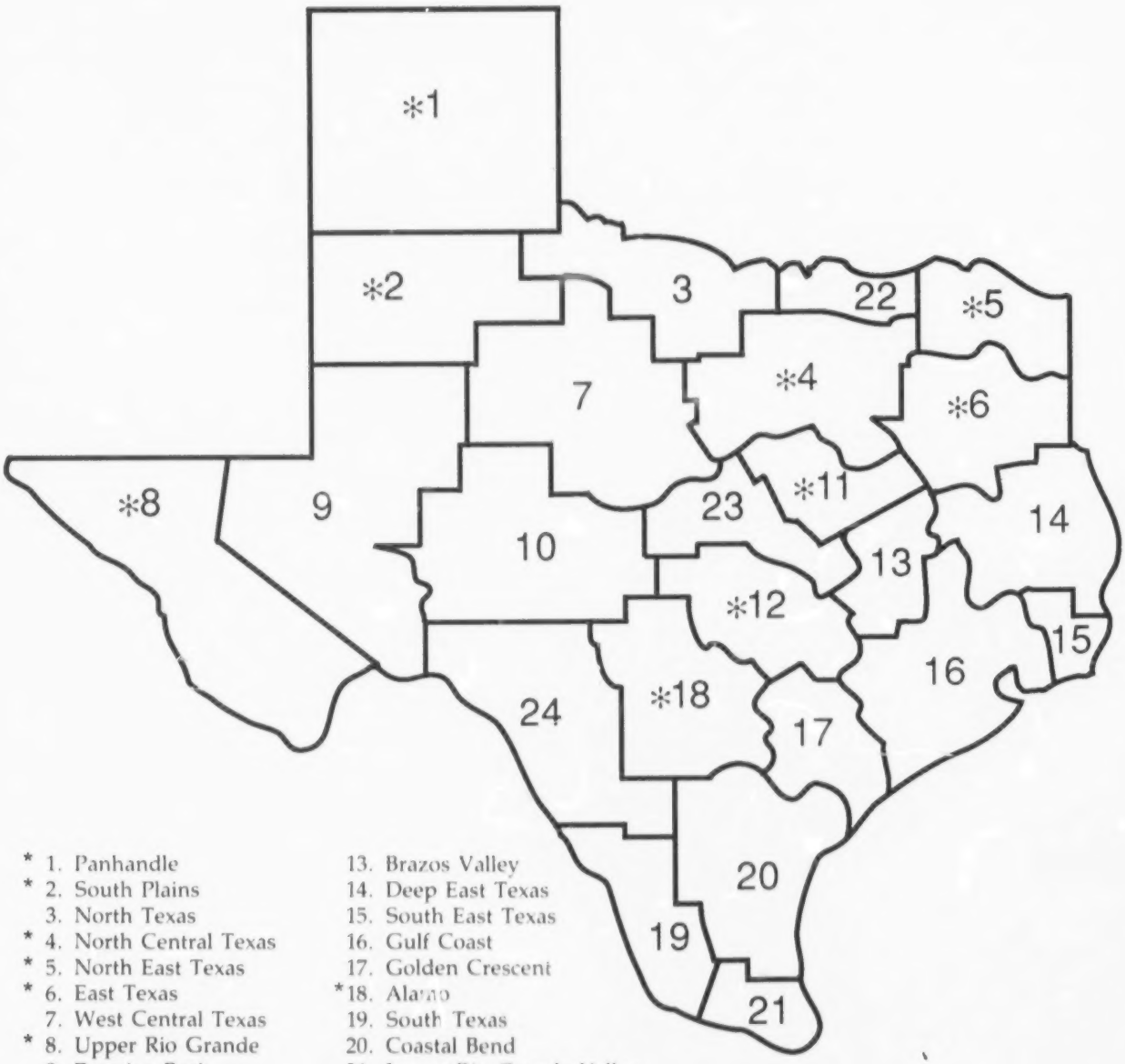
The Texas Legislature committed the state to the implementation of an integrated vocational-technical education and training delivery system from kindergarten through higher education to support the development of an educated and skilled work force. Business and industry are desperate for the skilled workers they need to stay internationally competitive. Both at the state and regional levels, a vocational-technical education and training system must be created that will be more responsive to the needs of employers and to trends in the labor market. Quality Work Force Planning is the crucial link in identifying employer needs, as well as local and regional vocational-technical educational and training resources, to help establish such an integrated delivery system. Quality Work Force Planning will ensure that students who complete vocational-technical education and training programs are prepared for employment with the skills required by employers in the 21st Century.

Both at the state and regional levels, a vocational-technical education and training system must be created that will be more responsive to the needs of employers and to trends in the labor market.

APPENDIX A

QUALITY WORK FORCE PLANNING REGIONS

Quality Work Force Planning Regions



* 1. Panhandle
* 2. South Plains
3. North Texas
* 4. North Central Texas
* 5. North East Texas
* 6. East Texas
7. West Central Texas
* 8. Upper Rio Grande
9. Permian Basin
10. Concho Valley
*11. Heart of Texas
*12. Capital
13. Brazos Valley
14. Deep East Texas
15. South East Texas
16. Gulf Coast
17. Golden Crescent
*18. Alamo
19. South Texas
20. Coastal Bend
21. Lower Rio Grande Valley
22. Texoma
23. Central Texas
24. Middle Rio Grande

*Pilot Projects

Texas Counties and Quality Work Force Planning Regions

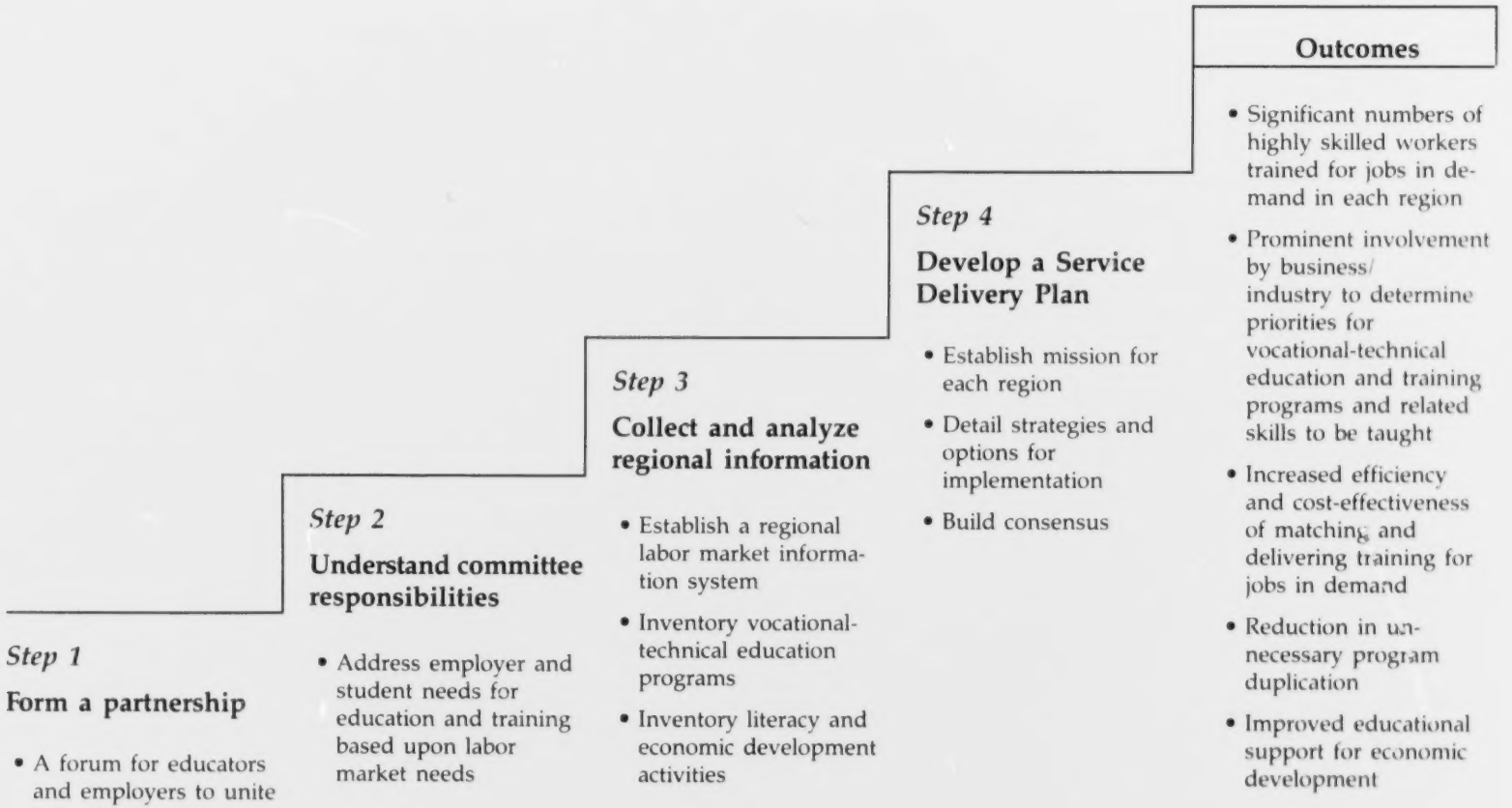
County	Region Number	County	Region Number	County	Region Number	County	Region Number
Anderson	6	Eastland	7	Kerr	18	Rockwall	4
Andrews	9	Ector	9	Kimble	10	Runnels	7
Angelina	14	Edwards	24	King	2	Rusk	6
Aransas	20	Ellis	4	Kinney	24	Sabine	14
Archer	3	El Paso	8	Kleberg	20	San Augustine	14
Armstrong	1	Erath	4	Knox	7	San Jacinto	14
Atascosa	18	Falls	11	Lamar	5	San Patricio	20
Austin	16	Fannin	22	Lamb	2	San Saba	23
Bailey	2	Fayette	12	Lampasas	23	Schleicher	10
Bandera	18	Fisher	7	La Salle	24	Scurry	7
Bastrop	12	Floyd	2	Lavaca	17	Shackelford	7
Baylor	3	Foard	3	Lee	12	Shelby	14
Bee	20	Fort Bend	16	Leon	13	Sherman	1
Bell	23	Franklin	5	Liberty	16	Smith	6
Bexar	18	Freestone	11	Limestone	11	Somervell	4
Blanco	12	Frio	18	Lipscomb	1	Starr	19
Borden	9	Gaines	9	Live Oak	20	Stephens	7
Bosque	11	Galveston	16	Llano	12	Sterling	10
Bowie	5	Garza	2	Loving	9	Stonewall	7
Brazoria	16	Gillespie	18	Lubbock	2	Sutton	10
Brazos	13	Glasscock	9	Lynn	2	Swisher	1
Brewster	8	Goliad	17	McCulloch	10	Tarrant	4
Briscoe	1	Gonzales	17	McLennan	11	Taylor	7
Brooks	20	Gray	1	McMullen	20	Terrell	9
Brown	7	Grayson	22	Madison	13	Terry	2
Burleson	13	Gregg	6	Marion	6	Throckmorton	7
Burnet	12	Grimes	13	Martin	9	Titus	5
Caldwell	12	Guadalupe	18	Mason	10	Tom Green	10
Calhoun	17	Hale	2	Matagorda	16	Travis	12
Callahan	7	Hall	1	Maverick	24	Trinity	14
Cameron	21	Hamilton	23	Medina	18	Tyler	14
Camp	6	Hansford	1	Menard	10	Upshur	6
Carson	1	Hardeman	3	Midland	9	Upton	9
Cass	5	Hardin	15	Milam	23	Uvalde	24
Castro	1	Harris	16	Mills	23	Val Verde	24
Chambers	16	Harrison	6	Mitchell	7	Van Zandt	6
Cherokee	6	Hartley	1	Montague	3	Victoria	17
Childress	1	Haskell	7	Montgomery	16	Walker	16
Clay	3	Hays	12	Moore	1	Waller	16
Cochran	2	Hemphill	1	Morris	5	Ward	9
Coke	10	Henderson	6	Motley	2	Washington	13
Coleman	7	Hidalgo	21	Nacogdoches	14	Webb	19
Collin	4	Hill	11	Navarro	4	Wharton	16
Collingsworth	1	Hockley	2	Newton	14	Wheeler	1
Colorado	16	Hood	4	Nolan	7	Wichita	3
Comal	18	Hopkins	5	Nueces	20	Wilbarger	3
Comanche	7	Houston	14	Ochiltree	1	Willacy	21
Concho	10	Howard	9	Oldham	1	Williamson	12
Cooke	22	Hudspeth	8	Orange	15	Wilson	18
Coryell	23	Hunt	4	Palo Pinto	4	Winkler	9
Cottle	3	Hutchinson	1	Panola	6	Wise	4
Crane	9	Irion	10	Parker	4	Wood	6
Crockett	10	Jack	3	Parmer	1	Yoakum	2
Crosby	2	Jackson	17	Pecos	9	Young	3
Culberson	8	Jasper	14	Polk	14	Zapata	19
Dallam	1	Jeff Davis	8	Potter	1	Zavala	24
Dallas	4	Jefferson	15	Presidio	8		
Dawson	9	Jim Hogg	19	Rains	6		
Deaf Smith	1	Jim Wells	20	Randall	1		
Delta	5	Johnson	4	Reagan	10		
Denton	4	Jones	7	Real	24		
DeWitt	17	Karnes	18	Red River	5		
Dickens	2	Kaufman	4	Reeves	9		
Dimmit	24	Kendall	18	Refugio	20		
Donley	1	Kenedy	20	Roberts	1		
Duval	20	Kent	7	Robertson	13		

APPENDIX B

QUALITY WORK FORCE PLANNING MODEL

for Vocational-Technical Education and Training in Texas

Quality Work Force Planning Model
for Vocational-Technical Education and Training in Texas


Step 1
Form a partnership
• A forum for educators and employers to unite behind a common agenda
Step 2
Understand committee responsibilities
• Address employer and student needs for education and training based upon labor market needs
Step 3
Collect and analyze regional information
• Establish a regional labor market information system
• Inventory vocational-technical education programs
• Inventory literacy and economic development activities
Step 4
Develop a Service Delivery Plan
• Establish mission for each region
• Detail strategies and options for implementation
• Build consensus
Outcomes
• Significant numbers of highly skilled workers trained for jobs in demand in each region
• Prominent involvement by business/industry to determine priorities for vocational-technical education and training programs and related skills to be taught
• Increased efficiency and cost-effectiveness of matching and delivering training for jobs in demand
• Reduction in unnecessary program duplication
• Improved educational support for economic development

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APPENDIX C

QUALITY WORK FORCE PLANNING RULES

19 TAC Chapter 78, Subchapter E, *Quality Work Force Planning**

§78.70 *Integrated Vocational-Technical Education and Training Delivery System for a Quality Work Force.*

Statutory Citation

Texas Education Code, §21.115

"(a) The master plan for vocational education under Section §21.113 of this code shall provide for an integrated delivery system that is designed to:

(1) meet local, regional, and statewide needs for vocational education programs;

(2) provide vocational education services in a systematic, nonduplicative manner;

(3) determine priorities for vocational education program offerings in each service delivery region established under this section; and

(4) maintain a central data base on all institutions, both public and private, that provide vocational education.

"(b) The State Board of Education shall provide in the master plan for the establishment of vocational education service delivery regions throughout the state. The regions shall have the same boundaries as the state planning regions delineated by the governor.

"(c) The State Board of Education shall establish in the master plan:

(1) priorities for local, regional, and statewide service plans; and

(2) the composition of regional planning committees that shall coordinate service delivery in each region."

Rule

(a) **Purpose.** Texas must develop a skilled and educated work force to enhance economic development in this state and to compete in a global economy. An integrated delivery system for vocational-technical education and training would ensure that the skills attained by graduates and completers of education and training programs match the skills needed by employers. The purpose of quality work force planning shall be to determine priorities for vocational-technical

*The State Job Training Coordinating Council recommended approval of the rules as state Job Training Partnership Act policy to the governor on May 31, 1990. The State Board of Education adopted the rules on June 9, 1990. The Texas Higher Education Coordinating Board adopted the rules on July 13, 1990.

education programs in the state's 24 planning regions. Planning committees shall develop partnerships of employers and educators to analyze regional job opportunities and education and training needs.

(b) **Regional boundaries.** Effective September 1, 1990, 24 quality work force planning regions shall be established that have boundaries coterminous with the governor's state planning regions.

(c) **Partnership.** Public school districts, education service centers, public community/junior colleges and technical institutes, public senior colleges and universities, other public institutions of higher education, and the Job Training Partnership Act/private industry council system shall work together to form a partnership with business and industry to address the issue of developing a skilled and educated work force. Private colleges and universities, private providers of vocational-technical education programs, and other interested public sector entities may be active participants.

(d) **Quality Work Force Planning Committees.** Effective September 1, 1990, a quality work force planning committee shall be initiated in each region. Each committee shall facilitate the development of an integrated delivery system for vocational-technical education and training. Each committee shall identify education and training providers, consistent with their role and mission, for vocational-technical education programs in the region so that programs will be delivered in a cost-effective and systematic manner that avoids unnecessary duplication. Each committee shall provide a planning forum to:

(1) address the needs of employers for a skilled and educated work force;

(2) address the needs of students, including members of special population groups, for occupationally specific vocational-technical education programs based upon current and projected labor market needs and related secondary occupationally non-specific vocational-technical education programs, services, and activities;

(3) promote partnerships that support vocational-technical education programs, services, and activities that result in:

(A) program articulation and 2+2+2 programs;

(B) resource sharing among education and training providers and with business and industry;

(C) coordination with dropout, adult education, and literacy programs; and

(4) improve communication within the region among:

(A) education and training providers and employers by sharing ideas to improve the quality of vocational-technical education programs; and

(B) education and training providers and economic development organizations to meet the region's future employment training needs.

(e) **Establishment of committees.** Only one quality work force planning committee shall be established in each region. The tri-agency partnership identified in subsection (m) of this section shall initiate activities within each region to establish the committee. A newly formed or existing entity that meets the committee membership criteria found in subsection (j) of this section, and that has adopted bylaws as specified in subsection (k) of this section, may petition the tri-agency

partnership to be designated as the quality work force planning committee for the region. The chief executives of each agency of the tri-agency partnership shall determine if membership and bylaw requirements are met and grant official status to the committee.

(f) **Regional labor market information system.** Each quality work force planning committee shall establish a regional labor market information system for use in program planning. Data from the state labor market information system shall be used as a primary source. Other reliable data sources may be used to augment these primary data provided that data standards are compatible with those identified by the State Occupational Information Coordinating Committee (SOICC). Each committee shall use the flexible planning methodology developed by the State Occupational Information Coordinating Committee to produce and periodically update:

(1) an inventory of key regional industries with the greatest job opening potential; and

(2) an inventory of targeted occupations, within key regional industries. The committee shall identify targeted occupations based upon: projected average annual job openings, positive growth-to-replacement ratios, specific vocational preparation training times, and other appropriate labor market variables. The committee shall have discretion to establish the parameters used for each variable. The committee shall give consideration to new and emerging occupations using the methodology developed by the Texas Innovation Information Network System.

(g) **Regional program and economic development inventories.** Each quality work force planning committee shall establish and periodically update the following inventories for use in planning:

(1) an inventory of occupationally specific secondary, postsecondary, adult, and proprietary school vocational-technical education programs, including apprenticeship programs, using data provided by the Central Education Agency and the Texas Higher Education Coordinating Board;

(2) an inventory of secondary occupationally non-specific vocational-technical education programs, using data provided by the Central Education Agency;

(3) an inventory of adult education and literacy programs; and

(4) an inventory of economic development organizations and services.

(h) **Regional inventory of vocational-technical education and training programs for targeted occupations.** Each quality work force planning committee shall develop an inventory of vocational-technical education and training programs for the targeted occupations identified under subsection (f)(2) of this section. When developing the inventory, the committee shall assess the match between existing vocational-technical education program supply and existing and projected occupational demand in the region.

(i) **Service delivery plan.** Each quality work force planning committee shall develop a service delivery plan for its region to address the responsibilities specified under subsection (d) of this section.

(1) The plan shall contain a mission statement, goals, objectives related to each goal, and specific activities designed to meet each objective.

(2) The plan shall identify priorities for vocational-technical education programs in the region, taking into consideration information from the regional inventories developed under subsections (f), (g), and (h) of this section and the statewide list of priority occupations. The plan shall be in accordance with vocational-technical education planning rules and regulations of the Central Education Agency and the Texas Higher Education Coordinating Board.

(3) A transitional one-year plan for the period July 1, 1991, through June 30, 1992, will be developed prior to July 1, 1991. A copy of the plan shall be provided prior to July 1, 1991, to the tri-agency partnership established under subsection (m) of this section.

(4) A two-year plan for the period July 1, 1992, through June 30, 1994, will be developed prior to July 1, 1992. Subsequent two-year plans will be developed prior to July 1 of even-numbered years. A copy of the plan shall be provided prior to July 1 of even-numbered years beginning in 1992 to the tri-agency partnership established under subsection (m) of this section.

(j) **Committee membership.** Each quality work force planning committee shall have an equal percentage of membership from the education and public sectors and from the business and industry sectors. The committee may be a newly formed or an existing entity that meets the following membership characteristics.

(1) Voting members from the education and public sectors shall comprise 50 percent of the committee. These members shall include participants from the region who represent: public school districts; education service centers; public community/junior colleges; the Texas State Technical Institute System; public senior colleges and universities; public health science centers; the Texas Engineering Extension Service; the Job Training Partnership Act/private industry council system; adult education cooperatives; and apprenticeship programs. Representatives from private colleges and universities, private providers of vocational-technical education programs, the Texas Employment Commission, the Texas Innovation Information Network System, and other interested public sector entities may be included as voting members at the discretion of the committee.

(2) Voting members from the business and industry sectors shall comprise the remaining 50 percent of the committee. These members shall include participants from the region who represent: large and small employers; business and trade associations; labor organizations; and economic development organizations.

(3) Voting members shall reflect the population characteristics of the region with regard to race/ethnicity and gender.

(4) Voting members shall reflect the geographic diversity of the region, including urban, suburban, and rural areas.

(5) The committee may include, as voting members of the 50 percent education and public sectors, representatives of educational institutions and public sector entities which have education and training responsibilities that cross regional boundaries.

(k) **Committee bylaws.** Each quality work force planning committee shall establish bylaws that address: rules of procedure; committee size; subcommittee functions; conducting committee business; meeting times; attendance requirements; election and terms of officers; voting rules; approving the service delivery plan and related amendments; and approving amendments to bylaws.

(l) **Executive/steering committee.** Each quality work force planning committee shall establish an executive steering committee comprised of committee officers and others as specified in committee bylaws. The executive steering committee shall meet as needed to guide policy development and provide direction for the committee and its subcommittees.

(m) **Tri-agency partnership.** The three agencies responsible for the statewide implementation of quality work force planning are: the Central Education Agency; the Texas Higher Education Coordinating Board; and the Texas Department of Commerce (as the administrative agency for the Job Training Partnership Act and for the State Job Training Coordinating Council).

(1) Each agency shall provide support and technical assistance to the statewide quality work force planning effort. In addition, each agency shall have a specific coordination role, with support from the other two agencies. Central Education Agency staff shall provide technical assistance in coordinating committee functions and operations. Texas Higher Education Coordinating Board staff shall provide technical assistance in developing program articulation agreements and 2+2+2 programs. Texas Department of Commerce staff shall provide technical assistance in establishing regional labor market information systems.

(2) The three agencies shall evaluate the statewide implementation of quality work force planning. The committees shall provide information for that purpose.

(3) A tri-agency management team comprised of staff from each of the three agencies shall coordinate the implementation of statewide quality work force planning activities.

(4) The chief executive of each agency shall appoint three individuals participating in quality work force planning activities to advise the tri-agency management team on the implementation process.

APPENDIX D

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